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ABSTRACT

This Technical Assistance Bulletin addresses the youth summit component of the Youth for Justice program. The Youth for Justice program of the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP) is a national law-related education (LRE) initiative designed to give young people a better understanding of the law and equip them with strategies for active involvement in solving national problems, particularly violence by and against youth. Youth summits bring together students from diverse backgrounds and ask them to work together. By involving young people in solving the problem of youth violence rather than imposing "treatment" on them, youth summits have a real impact on young people's behavior by showing them how they can be part of the solution. The bulletin's articles discuss youth summits and OJJDP; the involvement of lawyers in LRE; examples of young people confronting problems through youth summits; exemplary youth summits in Delaware, Minnesota, Oregon, and Illinois; and Canadian youth summits. Lists 13 youth summit resources. (BT)

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TECHNICAL ASSISTANCE Bulletin NO. 18

American Bar Association ABA Division for Public Education

Youth Summits: Engaging Young People in Violence Prevention

by Hannah Leiterman and Paula A. Nessel

It is Law Day (May 1). The federal courthouse is filled with hundreds of high school students from rural, urban, and suburban areas around the state. They arrived by school bus, private car, and public transportation. The students are from a wide range of racial and ethnic backgrounds, with an assortment of clothing and hair styles. They have gathered to discuss a number of legal issues with experts from the executive, legislative, and judicial branches of government as well as nongovernment organizations.

In one courtroom, the white-haired state director of the American Civil Liberties Union has just expressed an opinion on a law forbidding the sale of recordings containing obscene lyrics. A high school student stands and begins to express her opinion, when the ACLU director begins to stand to clarify his position. The young woman firmly motions to him to sit down as she continues to make her point. The ACLU director respectfully takes his seat and allows her to finish. Here, the student's opinion is just as important as that of the "expert." This is an example of the power of a youth summit.

OJJDP and Youth Summits

In recent years, the Youth for Justice program of the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP) has focused growing attention on youth summits. Youth for Justice is a unique national law-related education (LRE) initiative led by five national LRE organizations with the participation of LRE projects in every state. LRE uses the power of active learning about the law to help youth address the risks of being young in today's society. The Youth for Justice program was designed with the goal of giving young people a better understanding of the law and equipping them with strategies for active involvement in solving national problems, particularly violence by and against youth.

Early exposure to the principles and practices of law provides young people with insights into the legal system, which can ultimately lessen the chances of their becoming involved in crime, as perpetrators or as victims, both as children and later in life. Research on national, state, and local law-related education programs has shown that LRE helps prepare young people for participation in civic life and helps prevent delinquency. An important element of a successful LRE program is providing opportunities for interactive learning through which young people can reach a more tangible understanding of legal issues through discussion with adults (e.g., lawyers, judges, police officers, government officials) and their peers.

Youth summits are an important part of Youth for Justice law-related education, especially in their role of violence prevention. To know something of another group promotes understanding of that group—youth summits bring together students from diverse backgrounds and ask them to work together. Youth summit participants have a chance to present their ideas and opinions to policy makers and see themselves as members of a process that can influence law, government, and the way things are done. By involving young people in solving the problem of youth violence rather than imposing "treatment" on them, youth summits have a real impact on young people's behavior by showing them how they can be part of the solution. Youth summits also offer new skills and knowledge to participants. They instill in young people a sense of their own responsibility for developing and participating in solutions to the challenges facing their communities.

Hannah Leiterman is an editor, and Paula A. Nessel is a program manager for School Programs of the American Bar Association Division for Public Education.

OJJDP
Office of Juvenile Justice and Delinquency Prevention

The Youth for Justice program of OJJDP has been sponsoring and supporting youth summits since 1995. In that first year, approximately 11,000 persons participated in youth summits across the country; of those, 80% were students, 10% were teachers, 2% were administrators, and 8% were other adults. Summits ranged widely in size, from the smallest with less than 50 participants to the largest with over 3,500; average attendance in 1995 was 159 persons. Two years into the program, with reduced federal funds, these numbers were already diminished.

The models used in many states include pre-summit activities for students and/or teachers, including law-related education lessons, surveys, background research, and assignments focusing on youth violence. During many summits students are asked to develop "action plans" to prevent violence in their schools and communities. Follow-up summit activities include service-learning projects, school-based summits, and reports. Youth summits bring diverse experts and speakers from a variety of backgrounds, including police chiefs, juvenile justice officials, college and university professors, members of Congress, attorneys general, lawyers, and judges from various courts through the state supreme court, television personalities, and many others.

Lawyers Lead, Participate, and Support

Lawyers and bar associations offer valuable expertise and resources to youth summits because of their unique relationship to justice in our society. Lawyers also serve as important role models of civic involvement. Aside from the development and direction that bar associations and lawyers provided in the programs below, lawyers and their associations aid youth summits in a variety of capacities—as consultants on the development of materials, as sponsors, as experts and speakers, or simply as facilitators.

The Wyoming Youth Summit is a striking example of what can be accomplished through the collaboration of bar associations, law-related education programs, and students. The Wyoming Bar Association and Foundation have cooperated with the Wyoming LRE Council to develop highly effective youth summits that provide students from around Wyoming with an opportunity to meet one another and explore ways to prevent violence. In the course of the 1995 summit, for example, the 75 students attending decided that their state should pass legislation to create teen courts. The students visited the state capital to make presentations in support of teen courts to House and Senate Judiciary hearings. Their lobbying was a success and teen court legislation passed in 1996. Subsequently, the state bar association and the Wyoming LRE Council cooperated to create teen courts in four Wyoming cities. The resources of the Wyoming Bar Association allowed the Law-Related Education Council to develop a youth summit that will have lasting impact on the students involved, as well as young people throughout the state—the future beneficiaries of the teen courts created by the summit.

With a grant from the Lincoln National Corporation in Fort Wayne, Indiana, the Young Lawyers Division of the American Bar Association partnered with local organizations to create "Youth Empowerment Summits" for middle and high school students in 22 cities. One such summit occurred in Fort Wayne in May 1998.

A planning committee of six public school and two parochial school students developed a format in which adult leaders planned the logistical aspects of the summit, while the students were responsible for choosing topics. Three topics were chosen—teachers' strikes, diversity, and "dangerous choices." The Young Lawyers invited a diverse group of 170 seventh and eighth graders from public, private, and parochial schools in Allen County, Indiana, to attend. They developed a program using the *Youth for Justice Youth Summit Planning Guide*. One session featured a television talk-show format with a panel of teachers, two student moderators, and the superintendent of the local school district, who discussed a teachers' work slowdown and contract negotiations. In other sessions, students presented skits on party/drinking scenarios, and local hospital resource people discussed statistics on teen pregnancy and gun violence. The summit was so successful that the schools involved put it on their next year's calendar and expected that it would become an annual event.

For more information on programs that involve lawyers in law-related education, contact the ABA Division for Public Education at 312/988-5735 or abapubed@abanet.org.

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Young People Across the U.S. Confront the Problems That Affect Their Lives

Examples From Alabama to Wyoming

During the 1997–98 school year, youth summits occurred in 32 states, from Alabama to Wyoming, using a variety of models. According to data collected by Youth for Justice and the Social Science Education Consortium on 21 states' summits, the smallest state programs involved less than 50 student participants, and the largest involved over a thousand. Summits took place in a variety of venues, from school auditoriums and state courthouses, to churches and the local TV station.

In **Alabama,** approximately 150 students from throughout the state convened at Sanford University to discuss youth violence/violence prevention in breakout sessions moderated by their peers—other students trained in peer mediation. The summit ended with a plenary session in which each of the breakout groups made a closing statement, and one school provided a closing song.

In **Arizona,** the summit was designed by a youth planning committee and funded in part by the Arizona Parent-Teacher Association and the Arizona Bar Foundation Center for Law-Related Education. Almost 300 students attended workshops on a variety of topics, including the rights and responsibilities of young people, conflict resolution, stress management, communication techniques, decision making and problem solving, and community service.

In **Iowa,** recent youth summits have involved middle school-aged participants, because organizers felt that middle-schoolers did not have as many options as high school students for extracurricular activities. The Young Lawyers Division of the Iowa State Bar Association and the Center for Law and Civic Education worked together as part of the national pilot program of Youth Empowerment Summits (see p. 2). Organizers chose the topic of juvenile justice and relationship violence by surveying middle-schoolers before the summit to determine their interests. The summit began with a debate between the Des Moines deputy police chief and a Drake University sociologist on waiving juvenile criminal offenders into adult courts. Students then broke into smaller groups to discuss different aspects of the topic and formulate policy recommendations. The 1999 summit focused on substance abuse, based on student recommendations in the previous year's evaluations. Breakout groups developed policy recommendations for different agencies such as police, the superintendent of schools, and lawmakers.

The 1997–98 **Kentucky** Youth Summit was held in the historic state capitol building in Frankfort. Approximately 125 students from schools as well as group home/alternative education settings participated. Prior to the summit, students had chosen the topic of lack of parental involvement in juvenile issues and conducted background research. At the summit the students discussed the topic in groups of 15–20 participants. They then presented their findings to a panel of experts, which included the general counsel from the Kentucky Supreme Court, as well as professors from area universities.

In **Louisiana,** 250 teenagers experienced the jury selection process firsthand when a Louisiana Judicial District Court judge led a mock voir dire session. Students then broke into groups of 25–30 to attend interactive sessions such as "How Well Do You Know the Law?" in which they were quizzed on their knowledge of teenagers' rights and responsibilities; "High Crimes and Misdemeanors," in which they were asked to determine how to define high crimes and impeachable offenses; and "Police Patrol," in which students were given scenarios—police officers responding to domestic violence, loitering, and speeding situations, for example—and a crash "police academy" course and asked to role-play the situation. Lawyers, judges, police officers, and others facilitated each of the breakout sessions.

The **Montana** LRE project partnered with the Flathead County Peer Court to hold a countywide youth summit involv-

Addressing Concerns of Young Women

In Columbia County, Florida, a special "1999 Girls' Summit" addressed topics such as violence; teen pregnancy; alcohol, tobacco, and other drugs; and sexual harassment and date rape from the perspective of high school girls. The original idea for a girls' summit came from the Florida Department of Juvenile Justice, which had provided resources for a statewide girls' summit in 1998, hosted by MTV. The American Association of University Women initiated the 1999 Columbia County girls' summit by providing an initial grant, which paved the way for additional money from the Florida Department of Juvenile Justice. According to Bunny Rhodes, executive director of the Columbia County Teen Court and co-coordinator for the summit, "I feel we have given a legacy to our community because of all of the gifts and information absorbed by these future mothers, attorneys, doctors, and educators." The Columbia County Schools Comprehensive Health Project, Big Brothers/Big Sisters, and a large number of other organizations helped sponsor the 1999 summit.

The AAUW, following its research findings that girls in adolescence experience a dramatic drop in self-esteem, seeks to address the issues—sexual harassment, violence, early sexual activity, substance abuse, and body image—that are important to girls but not addressed in schools. The AAUW supports "Sister-to-Sister" summits all over the United States and offers a step-by-step guide to organizing a summit, from fundraising and publicity to meals and transportation (see Resources).

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Solving Problems in the Virtual World

An Online "Junior Summit," hosted by the Massachusetts Institute of Technology Media Lab took place in November 1998. The idea was conceived in 1995 by a Japanese businessman who felt that children should be involved in discussions of the future of technology. He organized a group of students in Tokyo to find out what children thought. For the 1998 online summit, students aged 10–16 from around the globe were invited to discuss, in a variety of languages, projects that addressed important world problems. Participants chose 100 delegates to represent them at a six-day summit at the Massachusetts Institute of Technology, where delegates discussed and debated topics such as cross-cultural communication, new technologies for children, and countries without borders. They finalized a "Bill of Rights for Children in Cyberspace," and on the concluding day of the summit presented their ideas to world leaders in industry, government, and education.

ing 53 students. Participants conducted interviews in their schools to gather information on attitudes toward conflict as well as interest in peer courts. They then attended peer court training and used the information they had collected to develop guidelines for a peer court training manual.

In **New Hampshire,** 120 upper elementary school students explored conflict resolution and made their own "conflict free" T-shirts. They were guided by adults specially trained in different aspects of mediation at the elementary school level.

In **North Carolina,** the Center for the Prevention of School Violence coordinates a summit based on its Students Against Violence Everywhere (SAVE) curricula and programs. The April 30, 1999 summit marked the fourth annual youth summit in North Carolina and was attended by 1,000 students, who participated in activities and sessions focused on nonviolent responses to conflict. Past summits explored such topics as gun safety, peer influence on behavior, and driving while intoxicated.

In **Ohio**'s 1999 "Stopping the Violence" summit, attended by 1,600 students, teams of five to six students presented the results of their research on problems of violence or delinquency in their schools or communities and their proposals to stop the violence. Their work was showcased in a "project fair," where students presented their work to and answered questions from other fair-goers in an interactive session. Students had the opportunity to talk to state and local officials, policy makers, legislators, and representatives from youth agencies and local organizations. Summit participants chose the five best projects, which were presented as the concluding event of the summit.

Vermont's most recent youth summit had its best ever turnout, with over 100 middle and high school students and many Vermont Law School student speakers gathering at Vermont Law School. Participants discussed a variety of topics, including "Prison Life: Myths and Reality," featuring a representative from the Vermont Department of Corrections as well as one current and two former inmates, and "The Death Penalty in New Hampshire: Is It Time to Breathe New Life?" featuring a Vermont Law School professor.

The **West Virginia** State Bar's Citizenship and Law-Related Education Committee sponsored three regional youth summits in 1999 with support from a grant from the Youth for Justice program of OJJDP. Each summit was coordinated with assistance from the West Virginia Center for Civic Life, which used the National Issues Forums materials (see Resources) that addressed the question "Our Nation's Kids: Is Something Wrong?" Students from various high schools and teachers, probation officers, counselors, state legislators, lawyers, police, and other community representatives deliberated in small groups over what problems exist and who should take responsibility for remedying them. Each small group then reported its conclusions to the large group, and the day ended with students from each high school meeting to discuss what action they could bring home with them.

Students from the Milwaukee Public Schools and Oregon and Monona Grove high schools planned the 1998 **Wisconsin** Youth Summit. Students in grades 7–12 were invited to research changes in the juvenile code that affected parental liability, loss of driving privileges, elimination of the right to a

Preserving the Global Environment

In September 1997, students from high schools in Australia, Brazil, Israel, Japan, South Africa, and the United States came together in Oregon to present research on topics such as toxic waste disposal and deforestation. Each school developed a set of citizens' rights, responsibilities, and solutions for its topic. The summit agenda included welcoming remarks from Vice-President Al Gore, Secretary of the Interior Bruce Babbitt, and Oregon Governor John Kitzhaber, and five days of meetings, workshops, events, and environmental field trips throughout Oregon. The summit was organized by 21st Century Schoolhouse, an international non-profit education organization, and made possible by 15 corporate and non-profit sponsors. The next summit occurs in late September 1999 in Perth, Australia.

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jury trial, and other issues affecting minors prior to attending the daylong event. The summit began with a panel of experts representing the views of judges, attorneys, and community resource people who were instrumental in enforcing and rebutting changes in the code. Students then presented their findings to the summit participants. The event concluded with a dinner and talent show.

The **Wyoming** Law-Related Education Council also offered students a chance to learn more about legislation affecting them. One summit took the format of a compressed video conference focusing on youth-related issues. The other was a legislative conference that focused on influencing the state legislature to pass youth-related laws. A teen court law and a "zero-tolerance" law were passed in the state legislature in part because of these summits.

Minnesota Youth Summit. Courtesy of the Minnesota Center for Community Legal Education.

A Closer Look at Four Exemplary Youth Summits

Delaware: A Successful First Summit

by Pat Quann

The Delaware Law Related Education Center held its first youth summits on April 27, 28, and May 4, 1999, in each of Delaware's three counties. Nine high schools and three junior high schools participated and approximately 250 students attended. A grant from the Youth for Justice program of OJJDP and donations from local businesses supported the program.

The goal of the summits was to help students understand how public policy is developed. The format was based on the model developed by the Constitutional Rights Foundation in Chicago. Each summit was designed to analyze three public policy issues. The issues were identified through a series of meetings with teachers and students in each county. The center suggested some policy issues, but students were ultimately responsible for choosing topics. Each of the counties agreed to include relationship violence as one of the policy issues, and two counties selected alcohol abuse as a second issue. Other policy issues chosen by the students were abuse of child labor laws, school safety, aggressive drinking, and restricting materials on the Internet.

Once the policy issues were selected, the Law Related Education Center compiled a Teacher's Handbook that included a set of lessons to teach prior to the summits. These lessons included information on the selected issues and public policy development. The center provided each teacher with copies of a survey for the students to administer to their classmates prior to attending the summits. A large number of resource people from both public and private organizations helped to develop the student lessons and the survey materials, and they worked directly with students at the summit. In many cases, the resource people were policy makers in their organizations.

After a brief opening session, students attending the summits were divided into six working groups. Each of the three chosen policy issues was assigned to two groups. Each group was also assigned one resource person to serve as an advisor. The students used a guide for policy analysis and developed a series of recommended responses to the public policy issue. At the end of each summit, students presented their responses to an elected official for feedback and discussion. The officials were Congressman Michael Castle through a satellite link from Washington, D.C., Delaware Attorney General M. Jane Brady, and Sussex County Councilman Vance Phillips.

Pat Quann is Executive Director of the Delaware Law Related Education Center.

Minnesota: Analyzing Legislation

by Jennifer Bloom

The Minnesota Youth Legislative Summit on Violence Prevention has a simple goal—if the state legislature is going to pass laws that affect kids, then it should ask kids what they think about those laws. Each year, the Youth Legislative Summit brings together 200 young delegates who represent over 2,000 youth from all walks of life and all corners of the state. They get involved in the lawmaking process by studying an actual bill aimed at a problem that directly concerns them. Each year the bill that is the focus of the summit is selected by the youth planning team. In the past five years, topics have included trigger locks on guns, locker searches, hate crime, chemical dependency treatment, and graduated driver's licenses.

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After reviewing possible bills, which are presented to the planning team by the legislative authors, the team members select the one that most interests them. Young people throughout the state then develop an understanding of the problem from multiple perspectives and analyze the impact of the bill on their peers and communities. The Minnesota Center for Community Legal Education provides background materials and teaching strategies to ensure that the students study the topic in a comprehensive and thoughtful manner. Many schools conduct classroom or schoolwide forums to involve more youth in this educational process and to provide broader youth voice in the lawmaking process.

After six weeks of "taking stock before taking sides," the 200 delegates selected by participating schools and community groups travel to the state capitol on the day of the summit where they present their findings and make recommendations to a special committee of legislators.

Using actual voting booths, delegates then vote on the bill's various provisions in the rotunda of the state capitol. The results of the vote and the comments made during the committee hearing are shared with the authors of the bill and the relevant committee members. Throughout the summit's five-year history, youth voice has resulted in changes in the language of the bills.

The Minnesota Youth Legislative Summit on Violence Prevention is co-sponsored by the Office of the Minnesota Attorney General and the Dispute Resolution Institute of Hamline Law School. It has been supported by grants from the Youth for Justice Program of OJJDP, legislative appropriation, and private contributions.

Jennifer Bloom is an attorney and the Director of the Minnesota Center for Community Legal Education.

Oregon: Addressing Ballot Initiatives

by Barbara Rost

The Classroom Law Project (CLP) annually sponsors a youth summit for middle and high school students. Timed to occur in late October, it is deliberately held shortly before statewide elections. Students conduct congressional-style hearings, posing questions to community leaders, elected officials, and regional experts on a pre-selected, hotly debated election issue. Students participating in the youth summit learn about not only the nuts and bolts of the contested issue but also the process of legislation and how to be a well-informed voter.

The preparation for the summit begins with a teacher training in September. Social studies teachers gather to learn about the topic chosen by CLP. Past topics have included Oregon's Measure 11, which treats youthful offenders as adults for certain major crimes; Measure 51, which legalizes physician-assisted suicide; and Measure 61, which mandates increased prison time for repeat offenders. Teachers hear from key proponents, opponents, and others knowledgeable about the potential impact of the laws. From these sessions, CLP develops and distributes lesson plans on the topics, through which teachers can engage their students in thoughtful, dynamic discussion of these issues.

On Youth Summit day, each teacher brings five students to Lewis & Clark College, where the students begin by conducting simulated hearings. They take testimony from the key proponents in each camp, as well as from community leaders knowledgeable in certain aspects of the issue. After considering the testimony from experts, students discuss new ideas they heard and formulate a list of issues for voters to consider before casting their ballots.

Before the close of the day's events, students cast their own ballots. Sometimes the outcome of their vote accurately mirrors the sentiments of voters when they cast their ballots the following week. After the summit, students are expected to report back to their classes and share their experiences with others in their schools, as well as encourage their parents and older friends to vote.

In preparation for the summit, CLP draws upon resources, guidance, and other support from the Oregon Education Association, the Oregon State Bar, the League of Women Voters, the Oregon Criminal Defense Lawyers Association, and numerous community leaders.

Barbara Rost is an attorney and Program Coordinator for the Classroom Law Project.

Illinois: Policy Analysis and Community Service

by Beth Swanson

Now in its sixth year, the Illinois Youth Summit program combines in-class policy analysis with community service to address issues of violence and public safety for high school students in the state of Illinois. More than 1,000 students at over 20 Illinois high schools annually take part in this program.

The specific focus of the summit is developed by a Student Advisory Committee, who then selects policies and programs to research and discuss at the summit. Working together with teachers, community leaders, and representatives of government, students study, discuss, and respond to the problem of violence using a special five-unit curriculum prepared by the Constitutional Rights Foundation Chicago. In addition to a school and community survey, students design and implement a service project in their school to address one of the issues.

The program culminates at the end of the school year in a day-long "summit" at the Dirksen Federal Building in Chicago,

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where approximately 200 student delegates representing each campus meet with local, state, and national policymakers to address these issues. The summit includes a celebration of service that exhibits student service projects, group discussions with students from across Illinois, and three live teleconferences with Springfield, Illinois, Washington, D.C., and Lima, Peru. This year's teleconferences included U.S. Senators Richard Durbin and Peter Fitzgerald; Shay Bilchik, Director of the U.S. Office of Juvenile Justice and Delinquency Prevention; and staff members of the office of Governor George Ryan; as well as Carlos Humberto Alva, Casa La Juventud, and numerous students from Lima, Peru.

Beth Swanson is State Programs Coordinator for the Constitutional Rights Foundation Chicago.

Canadian Youth Summits

The Canadian Department of Justice's Youth Justice Education Partnership hosted, in cooperation with the Ottawa-Carleton Regional Violence and Youth Initiative, a Canadian regional "Youth Taking Action Forum" in 1996. Over 130 students explored issues related to youth violence and juvenile justice and developed action plans to take back to their schools. Follow-up meetings were held with the students to review their progress and provide assistance in carrying out their action plans, as well as to create a regional network of involved youth. The forum, designed and delivered by youth, was so successful that a second forum was held in 1997, this time involving over 275 participants—many returning from the previous year, as well as principals, teachers, and representatives from parent associations. The second summit sought to address the barriers students had encountered in attempting to implement their own solutions; thus, skills development sessions were provided on mediation, racism, empowerment, negotiation, facilitation, intervening on the spot, the use of circles in conflict resolution, and tips on how to establish and maintain a conflict resolution program in schools. In other sessions, principals, teachers, and parents worked with the students from their schools to "ensure that the adults who may influence the success of any strategy [were] committed to the long term success and to sustaining the programs forwarded by the youth."

Conclusion: The Future of Youth Summits

Looking at the summits above, as well as youth summits from around the country, some "best practices" emerge. Successful youth summits involve the students themselves in some aspect of development—using their advice and opinions by surveying them in advance, including them in planning on an advisory board, or using topics of their choosing. Student involvement during the summit—such as debating, role-playing, and discussing—is also important: students show greater retention of learned skills when they learned those skills through doing, and they show greater dedication to achieving the goals of the summit when they had personal responsibility for developing those goals.

As members of Congress look for ways to reduce youth violence through legislation dealing with everything from Internet filters to gun control, students, educators, and lawyers can have real hands-on roles in preventing youth violence in their communities through law-related education programs such as youth summits. In the fall of 1998, 89% of public schools were connected to the Internet, progressing toward a congressional goal of 100% by 2000. Each new class of teachers incorporates Internet use into their curricula in greater numbers (National Center for Education Statistics, 1999). With improvements in audiovisual technology and satellite and digital networks, youth summits can continue to link students from around the United States and the world in ever more interactive ways, accomplishing important outcomes.

Best Practices

- Youth involvement in the planning process
- Interactive activities
- Topics relevant to young people's lives
- Involvement of community members such as those in legislatures, social service agencies, and the legal profession

Resources

American Association of University Women Sister-to-Sister Summits. Includes a step-by-step planning guide for organizing a girls' summit, including a state/local contact list and a list of other partnering organizations. The Web site includes various downloadable reports and studies on the issues of girls as fodder for summit discussions. Contact the AAUW Educational Foundation at 202/785-7780, or via E-mail, giving@aauw.org. www.aauw.org/5000/summits.html.

American Bar Association Division for Public Education. This Web site includes information on youth summits and other law-related education activities, at www.abanet.org/publiced/youth/home.html, as well as a directory of state and national LRE programs, which includes an index of common programs through which the visitor can visit the Web site of every state program that offers youth summits. At www.abanet.org/publiced/lre/main.html.

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The Constitutional Rights Foundation Chicago. Its Web site www.crfc.org includes the *Youth Summit Planning Guide* in downloadable format, curricula, student guides, a survey, and information/graphs/statistics on past summits, as well as useful links to other law-related education and issues-related Web sites (e.g., guns, date rape, hate crimes).

FindLaw Internet Legal Resources. This Web site, which offers a wealth of legal information, from lists of law journals to text of Supreme Court decisions, in an easy-to-use directory format, is an excellent starting point for finding information on laws and upcoming legislation in your state. FindLaw's directory of state government resources is available at www.findlaw.com/11stategov/index.html.

Minnesota Center for Community Legal Education. Its Web site www.ccle.fourh.umn.edu/ has information and pictures from past summits, links to the text of the legislation the summit will explore, and links to summit speakers and sponsors.

National Association for Community Leadership. This nonprofit organization is dedicated to nurturing leadership in communities everywhere. It has member organizations throughout the United States and can assist in locating youth who have received leadership training. For information on its services, call 317/637-7408, or visit its Web site at www.communityleadership.org.

National Issues Forums Institute. This organization "is dedicated to finding a better way for the public to learn the people's business," by providing citizens with "a framework to consider a broad range of choices, weigh the pros and cons of those choices, and meet together in a deliberative dialogue to identify the concerns they hold in common." The National Issues Forums Institute offers a series of booklets that outline specific issues (such as the Internet and individual rights, affirmative action, and civil justice) and several approaches to public policy addressing those issues, which are reviewed by a panel of experts to make sure the choices are presented accurately and fairly. Its materials are useful as a framework for developing youth summits. For more information, write NIF Institute; P.O. Box 75306; Washington, D.C. 20013-5306; phone: 800/433-7834; Web site: www.nifi.org.

ABA Defending Liberty Pursuing Justice

The Online Junior Summit Web site. www.jrsummit.net This Web site features information about and history of the summit, application materials, and reports of the summit participants' projects as well as personal homepages.

21st Century Schoolhouse Biennial Summits. www.viser.net/~gs21/biennial.htm This Web site includes extensive information on the organization's 1997 summit, including a detailed agenda, opening remarks, participants' work, and photographs from the international delegations; information on the 1999 summit; and information about the organization.

The UNICEF Voices of Youth Web site. www.unicef.org/voy/index.html An online forum for children and their teachers to discuss issues affecting children and children's rights throughout the world. The site offers quizzes on issues such as child labor, discrimination against girl children, and HIV/AIDS to stimulate thinking about such topics.

Youth Justice Education Partnership: Youth Taking Action Forum. www.extension.ualberta.ca/youthjustice/forii.html #exec Has extensive information on this Canadian youth summit, including the processes by which the first two summits were developed, assessment of their effectiveness, the student action plans, information about workshops, and much more.

Youth Summit Compendium. 1997. Composite statistics and state-by-state information on Youth for Justice youth summits in 1996–1997; a project of Youth for Justice and the Social Science Education Consortium. Contact James Giese (giese@stripe.colorado.edu or 303/492-8154) for a copy.

Youth Summit Planning Guide. 1996. A publication of Youth for Justice and the Constitutional Rights Foundation Chicago. Download a copy at www.crfc.org/ysguide.pdf or call 312/663-9057.

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